AIRCRAFT DISPATCHER UNIT 2 – ADMINISTRATION

NOTES

DETAILED LESSON OUTLINE

COURSE: Aircraft Dispatcher

UNIT: 2 – Administration

SUGGESTED TIME: 2 hours 30 minutes

TRAINING AIDS: Overhead projector or computer and computer projector

and CD-ROM; projection screen; markers; masking tape

or tacks; handouts; flip chart

OBJECTIVES: Given a simulated wildland fire incident, case study or

exercise, students will be able to:

• Identify aircraft using the designated tactical call

signs.

• Describe the interagency interim flight and duty

limitations.

• Demonstrate the procedures for dispatching a

single airtanker or multiple airtankers.

• List three items to provide during briefings for air

resources.

		OUTLINE	AIDS & CUES
IN'	TROI	OUCE UNIT 2	02-01-ACDP-EP
PR	RESEN	NT THE UNIT OBJECTIVES.	02-02-ACDP-EP 02-03-ACDP-EP
I.	TER	RMINOLOGY	02-04-ACDP-EP
	A.	Knots (kts)	
		• Standard term used for reference to airspeed	
		• 1 mile = 1.07 knots	
	B.	VHF Omni-directional Ranges (VORs)	
		Direction-magnetic headings	
		• Used along with latitudes and longitudes	
II.	TAC	CTICAL AIRCRAFT CALL SIGNS	
	A.	Airtankers	02-05-ACDP-EP
		Nationally-assigned tanker number	
		• Example: "Tanker 63"	
	B.	Lead Planes	02-06-ACDP-EP
		• Nationally-assigned pilot's lead number	
GE	ENER	TUDENTS THAT THIS DESIGNATION ALLY REFERS TO THE PILOT AND R REGION, NOT THE AIRCRAFT.	
EX	KAMP	LE: REGION 6, PILOT #2	
		• Example: "Lead 62"	
		•	
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C.	Air Attack	02-07-ACDP-EP
	• FAA Registration Number	
	• Abbreviation to the last 2-3 digits is permitted	
	• Example: "Air Attack 54 Whiskey"	
IE RE	OR STUDENTS: WHEN COMPLETING SOURCE ORDER, IDENTIFY THE AIR K AS "INCIDENT NAME AIR ATTACK" IN HE AIRCRAFT CHANGES.	
D.	Reconnaissance	02-08-ACDP-EP
	• FAA Registration Number	
	• Abbreviation to the last 2-3 digits is permitted	
	• Example: "Recon 51P"	
E.	Helicopter	02-09-ACDP-EP
	• FAA Registration Number	
	• Abbreviation to the last 2-3 digits is permitted	
	• Example: "Helicopter 85Q"	
F.	Smokejumper	02-10-ACDP-EP
	• FAA Registration Number	
	• Abbreviation to the last 2-3 digits is permitted	
	• Example: "Jumper 49"	

		OUTLINE	AIDS & CUES
III.	NAT	TIONAL RESOURCES	02-11-ACDP-EP
OR TH	DERI	STUDENTS THAT POLICIES DIFFER FOR ING NATIONAL RESOURCES. REFER TO TIONAL MOBILIZATION GUIDE FOR ICS.	
	A.	Airtankers	
	B.	Infrared Aircraft	
	C.	Large Transport Aircraft	
	D.	Lead Planes	
	E.	Aerial Supervision Modules	
	F.	MAFFS	
	G.	Smokejumper Aircraft	
	H.	Type 1 and 2 Helicopters	
IV.		ERAGENCY INTERIM FLIGHT AND DUTY ITATIONS	02-12-ACDP-EP
	A.	14-hour maximum duty day	
	B.	8 hours maximum daily flight time	
	C.	10 hours for point-to-point with 2 pilots	
	D.	Maximum cumulative flight hours of 36 hours in 6 days	02-13-ACDP-EP
	E.	Minimum of 10 hours uninterrupted time off (rest) between duty periods	
	F.	Days Off	02-14-ACDP-EP
		• One day off after 6 days and/or 2 days off within 14 days	

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		OUTLINE	AIDS & CUES
		• In some cases, relief crews may be assigned to an aircraft whose pilot is scheduled for a day off.	
		• Airtanker and lead plane pilots have nationally-scheduled days off.	
V.	SIN	GLE-ENGINE AIRCRAFT	02-15-ACDP-EP
	A.	Single-engine aircraft (including helicopters) are not to be subjected to IFR conditions.	
	B.	IFR conditions are generally associated with weather and night flight.	
	C.	Start-up and cut-off times	02-16-ACDP-EP
		 Missions must be accomplished 30 minutes after sunrise and 30 minutes prior to sunset 	
AII	RCRA	STUDENTS TO PAGE 2 OF APPENDIX A— AFT DISPATCHER JOB AID FOR THE WEB DRESS FOR SUNRISE/SUNSET TABLES.	SW Appendix A page 2
		• Airtanker bases and dispatch centers shall have sunrise/sunset tables for their locations.	02-17-ACDP-EP
		• Sunrise/sunset tables are published using Standard time.	
VI.	AIR	TANKERS	02-18-ACDP-EP
	A.	Dispatchers should obtain as much information (structure threats, firefighter safety, etc.) as possible when receiving airtanker orders.	
	B.	This information is used to set priorities and possibly to divert airtankers.	

		OUTLINE	AIDS & CUES
	Airta	nker Diversion	02-19-ACDP-EP
	The are:	priorities of airtanker and lead plane use	
		 Human life and property and resource values 	
		• New starts	
		 Other priorities established by management 	
C.	Airta	anker Dispatch Limitations	02-20-ACDP-EP
	1.	To reduce the hazards to large airtanker operations posed by shadows in the early morning and late evening hours, limitations have been placed on times when airtankers may drop on fires.	
	2.	Start-Up/Cut-Off Times	02-21-ACDP-EP
		• Airtankers may drop retardant unsupervised 30 minutes after sunrise and 30 minutes prior to sunset.	
		• With supervision, airtankers may drop 30 minutes prior to sunrise and 30 after sunset.	
	3.	These limitations apply to the time the aircraft completes its dropping activity, not the time the aircraft is dispatched from its base.	02-22-ACDP-EP

		OUTLINE	AIDS & CUES
VII.	AIR	CRAFT MAINTENANCE	02-23-ACDP-EP
	A.	Aircraft maintenance may be scheduled or unexpected.	
	B.	Aircraft contracts and FAA regulations require specific maintenance checks based on number of hours flown.	
		Example: "100 hour"	
VIII.	BRI	EFINGS	02-24-ACDP-EP
	A.	Agencies are responsible for providing briefings to air resources.	
	B.	Items to include in a briefing:	02-25-ACDP-EP
		• Local administrative procedures	
		• Weather	
		• Aerial hazards (MTRs, etc.)	
		• Aircraft in the area	
		• Flight-following procedures	
		• Radio frequencies, maps, etc.	
		• Fueling, water sources, local information	
STU SCI STU 15 M IND	JDEN ENAF JDEN MINU DIVII	STUDENTS TO PAGE 2.11 IN THEIR NT WORKBOOK. REVIEW THE RIO FOR THIS UNIT WITH THE NTS. THIS EXERCISE WILL TAKE ABOUT JITES TO COMPLETE AND CAN BE DONE OUALLY OR IN SMALL GROUPS. CDP-EP IS A SLIDE REPRESENTING THE DOK ANSWER TO THE SCENARIO.	02-26-ACDP-EP 02-01-ACDP-IR SW page 2.11 THRU SW page 2.13 02-27-ACDP-EP

OUTLINE	AIDS & CUES
REVIEW THE UNIT OBJECTIVES.	02-28-ACDP-EP
ASK THE STUDENTS IF THERE ARE ANY QUESTIONS.	02-29-ACDP-EP

AIRCRAFT DISPATCHER

UNIT 2 – ADMINISTRATION

INSTRUCTOR REFERENCE

Reference No. Description

02-01-ACDP-IR Airtanker Scenario

NOTES

AIRTANKER SCENARIO

THE PURPOSE OF THIS SCENARIO IS TO ALLOW THE STUDENTS TO WORK COOPERATIVELY IN ASSESSING A WILDLAND FIRE SITUATION. THIS IS AN URBAN INTERFACE FIRE THAT REQUIRES THE USE OF MULTIPLE AIRCRAFT. STUDENTS ARE REQUIRED TO DISCUSS THE SITUATION, COMPLETE THE PROPER RESOURCE ORDER(S) AND LIST THE CRITICAL ITEMS THAT WOULD BE GIVEN IN A PILOT/AIRCRAFT RESOURCES BRIEFING.

You are dispatching an wildland-urban interface fire. The incident commander (IC) wants to hit the hot spots with retardant as early as possible on July 11 due to a high wind forecast for the afternoon. Crews will be on the line at 0600 to support the retardant drops.

DATE AND TIMES:

Date: July 10, XXXX (date of request)

Time: 2100 (time of request)

Sunrise: July 11, 0630

Flight time to incident: 10 minutes

RESOURCES AT AIRTANKER BASE:

Lead 62 in Baron N164

Airtankers: 61, 12, and 21

Tanker 21 has one day off (July 11)

Air Attack N1278M

AIRCRAFT AT THE FIRE:

H64W H56M

REQUESTED RESOURCES FROM THE IC:

- One (1) airtanker with lead plane over the fire at first light
- One (1) airtanker at 0800
- One (1) air attack at 0800
- One (1) airtanker at 0900

HAZARDS:

• High-tension power lines near the south flank of the fire

AIRCRAFT DISPATCHER TASKS:

- Break into small groups.
- Discuss the scenario together–sunrise versus first drop times, earliest on-duty time for pilot, aircraft needs, critical information that must be relayed and to whom.
- Individually complete the appropriate Resource Order(s)—header has been completed.
- List the items that are to be included in a pilot/aircraft resource briefing.

Assume that the pilots have had 10 hours of rest.

THE EARLIEST THE FIRST AIRTANKER CAN DROP IS 0600–1/2 HOUR PRIOR TO SUNRISE. THE LEAD PLANE AND THE AIRTANKER CAN DEPART THE BASE AT 0550 (10-MINUTE FLIGHT) AND ARRIVE ON DUTY AT 0500. THERE ARE ONLY TWO AIRTANKERS AVAILABLE AT THE BASE. THEREFORE, THE AIRCRAFT DISPATCHERS MUST PLACE AN ORDER FOR A THIRD FROM THE GACC. BE AWARE THAT STUDENT MAY ATTEMPT TO REASSIGN THE FIRST AIRTANKER. USE THIS MISTAKE AS A LEARNING EXPERIENCE TO FACILITATE DISCUSSION DURING THE REVIEW PROCESS.

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